

## LAURENS MIDDLE

1035 West Main Street  
Laurens, SC 29360

**GRADES** 6-8 Middle School

**ENROLLMENT** 432 Students

**PRINCIPAL** Rhett Harris 864-984-2400

**SUPERINTENDENT** Edgar C. Taylor 864-984-3568

**BOARD CHAIR** Leni N. Patterson 864-682-2633

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	8	30	11	0

#### IMPROVEMENT RATING:

#### AVERAGE

#### ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

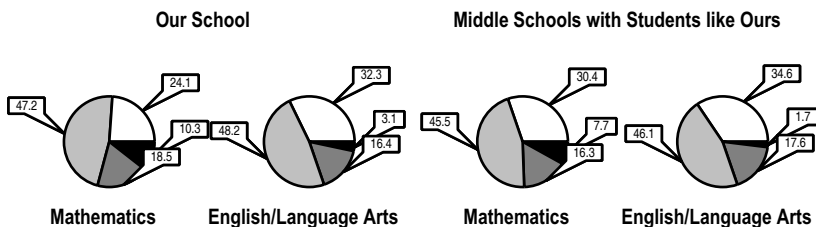
[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)




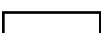
[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)



**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Average	N/A
2002	Average	Average	N/A
2003	Average	Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	34	119	106
Percent satisfied with learning environment	82.4%	63.8%	83.0%
Percent satisfied with social and physical environment	97.1%	70.9%	68.6%
Percent satisfied with home-school relations	35.3%	79.8%	80.8%



PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	431	99.8	32.3	48.2	16.4	3.1	19.5	17.6
Gender								
Male	219	100.0	38.9	45.8	13.3	2.0	15.3	17.6
Female	212	99.5	25.1	50.8	19.8	4.3	24.1	17.6
Racial/Ethnic Group								
White	208	100.0	23.8	48.1	23.2	4.9	28.1	17.6
African-American	198	99.5	39.2	50.0	9.1	1.6	10.8	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	25	100.0	47.4	31.6	21.1	N/A	21.1	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	367	99.7	29.9	47.7	18.7	3.6	22.4	17.6
Disabled	64	100.0	45.8	50.8	3.4	N/A	3.4	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	431	99.8	32.3	48.2	16.4	3.1	19.5	17.6
English Proficiency								
Limited English proficient	11	100.0	80.0	20.0	N/A	N/A	N/A	17.6
Non-limited English proficient	420	99.8	31.1	48.9	16.8	3.2	20.0	17.6
Socio-Economic Status								
Subsidized meals	251	99.6	42.5	46.1	10.5	0.9	11.4	17.6
Full-pay meals	178	100.0	17.9	51.2	24.7	6.2	30.9	17.6

Mathematics								
All students	431	100.0	24.1	47.2	18.5	10.3	28.7	15.5
Gender								
Male	219	100.0	27.1	44.8	16.3	11.8	28.1	15.5
Female	212	100.0	20.9	49.7	20.9	8.6	29.4	15.5
Racial/Ethnic Group								
White	208	100.0	14.6	41.6	27.6	16.2	43.8	15.5
African-American	198	100.0	32.8	52.7	10.2	4.3	14.5	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	25	100.0	31.6	47.4	10.5	10.5	21.1	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	367	100.0	20.5	46.8	20.8	11.8	32.6	15.5
Disabled	64	100.0	44.1	49.2	5.1	1.7	6.8	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	431	100.0	24.1	47.2	18.5	10.3	28.7	15.5
English Proficiency								
Limited English proficient	11	100.0	60.0	40.0	N/A	N/A	N/A	15.5
Non-limited English proficient	420	100.0	23.2	47.4	18.9	10.5	29.5	15.5
Socio-Economic Status								
Subsidized meals	251	100.0	31.1	49.1	15.4	4.4	19.7	15.5
Full-pay meals	178	100.0	14.2	44.4	22.8	18.5	41.4	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	124	N/A	36.1	30.3	20.5	13.1	33.6
	Grade 7	150	N/A	37.2	42.8	18.6	1.4	20.0
	Grade 8	123	N/A	29.2	50.0	16.7	4.2	20.8
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	157	100.0	26.6	49.6	20.9	2.9	23.7
	Grade 7	121	100.0	28.3	52.2	15.9	3.5	19.5
	Grade 8	153	99.3	41.3	43.5	12.3	2.9	15.2

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	124	N/A	30.3	37.7	18.0	13.9	32.0
	Grade 7	150	N/A	39.3	36.6	15.2	9.0	24.1
	Grade 8	123	N/A	33.3	49.2	11.7	5.8	17.5
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	157	100.0	12.9	41.7	28.8	16.5	45.3
	Grade 7	121	100.0	20.4	54.9	12.4	12.4	24.8
	Grade 8	153	100.0	38.4	46.4	13.0	2.2	15.2



SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 432)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	Down from 8.2%	11.1%	14.4%
Retention rate	2.7%	Down from 5.3%	2.9%	2.3%
Attendance rate	95.3%	Up from 95.0%	94.8%	95.2%
Eligible for gifted and talented	10.0%	Up from 9.7%	12.9%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	15.2%	Down from 18.7%	15.0%	14.1%
Older than usual for grade	5.3%	Up from 4.7%	4.2%	4.9%
Suspended or expelled	0.7%	Down from 0.9%	1.0%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 24)				
Teachers with advanced degrees	37.5%	Up from 36.7%	45.2%	47.1%
Continuing contract teachers	79.2%	Up from 73.3%	82.9%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	74.8%	Down from 78.2%	83.2%	84.3%
Teacher attendance rate	97.2%	Down from 97.5%	94.8%	95.0%
Average teacher salary	\$35,635	Down 2.5%	\$38,924	\$39,924
Prof. development days/teacher	14.3 days	Up from 10.9 days	11.3 days	10.7 days

School				
Principal's years at school	5.0	Up from 4.0	4.0	3.0
Student-teacher ratio	19.8 to 1	Down from 21.3 to 1	20.8 to 1	21.0 to 1
Prime instructional time	91.8%	Up from 91.5%	88.5%	88.9%
Dollars spent per pupil*	\$5,167	Down 4.8%	\$5,721	\$5,854
Percent spent on teacher salaries*	61.0%	Up from 60.9%	62.4%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	95.2%	Up from 87.7%	96.3%	94.8%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample



**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The faculty, staff and students at Laurens Middle School had a terrific year. The school year began with the addition and implementation of a sixth grade Montessori Program that served approximately thirty-six students. Initial costs for instructional materials needed for the Montessori program were offset through a grant from the Self Foundation. The Oracle Foundation granted our school thirty I-MAC computers and four laser printers. The technologically advanced equipment was utilized in a laboratory setting to provide instructional enhancement for all students. Michelin Proving Grounds, our school business partner, donated five hundred dollars for the purchase of software in the I-MAC Lab. In addition, eight engineers tutored students in need of math remediation on a bi-weekly basis. Through PTO leadership, parents worked diligently to raise money for instructional materials and supplies to be used in the school.

Teachers and students continued to strive for academic excellence throughout the year. Staff development was provided to assist teachers in the acquisition of balanced literacy strategies. Students were immersed into a literacy-rich learning environment that motivated them to want to succeed. English as a Second Language (ESL) students received instruction to aid them in adapting to the many challenges they encounter daily.

Our faculty and Student Government beamed with Tiger Pride as they worked fervently to contribute to community service projects that included: a canned food drive, Pennies for Leukemia Patients, the March of Dimes, and a community blood drive. The National Junior Honor Society displayed strong character and compassion by purchasing gifts for needy families during the Christmas season.

We appreciate the efforts of our teachers, students, parents, and community members in making our school a place where teaching and learning are valued. Thanks to everyone for making 2002-2003 a great year.

Gayle G. Fish  
Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.